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ABSTRACT

This report evaluates program activities of Chapter 1 and migrant education in North Carolina during 1989-90. Data used in compiling the migrant education report were obtained from local project directors, the Migrant Student Record Transfer System (MSRTS), the Annual Testing Program, LEA monitoring reports, and from instruments and forms devised by agency staff. A total of 1,338 schools (68.6%) and 10 institutions for delinquent children provided Chapter 1 services to 114,687 students. The program was evaluated in terms of administration, participants served, instruction delivered, staff employed, funds expended, and student achievement in reading and mathematics. The findings of the evaluation indicate that Chapter 1 programs were widely available and were successful in meeting the academic needs of educationally deprived children. Recommendations include: (1) to continue to focus on areas designated as program priorities; (2) to strengthen program evaluation efforts; (3) to secure additional funding; and (4) to promote parental involvement. The evaluation addressed issues of identification and enrollment of migratory children, programming, interstate coordination, staff development, academic achievement, fiscal management, and dissemination efforts. The report concludes that the migrant education program is adequately meeting legislative requirements, and national and state program objectives. Recommendations were made for programmatic and administrative improvement. This report contains numerous tables representing demographic and student achievement information. (LP)

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Chapter 1 & Migrant Education IN NORTH CAROLINA 1989-90

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1991

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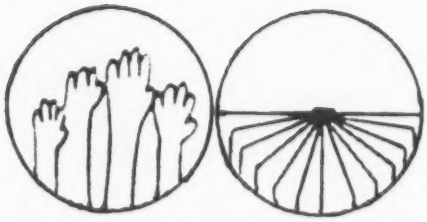
CHAPTER 1
&
MIGRANT EDUCATION
IN
NORTH CAROLINA

1989 - 1990



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Part 1

Chapter 1

SUMMARY

CHAPTER 1 IN NORTH CAROLINA 1989-90

Local Education Agencies (LEAs) Served	134
Public Schools Served	1,338
Total Expenditures	$93,787,086
Total Participants	114,687
Expenditures per Participant	$818
Expenditures for Personnel	$84,337,168
State Applicant Agency (SAA - Delinquent) Programs Served	10
Total SAA Expenditures	$1,306,539
Total Participants	1,507
Expenditures per Participant (Estimate)	$867

LEA INSTRUCTIONAL PROGRAMS

Subject Area	Expenditures (Millions)	Number of Participants	Cost Per Student
Reading/Language Arts	$62.6	96,027	$652
Math	$10.4	25,365	$412

LEA STUDENT ACHIEVEMENT - NCE GAINS*

Grade	Total Reading	Comprehension	Total Math	Applications and Concepts	Language Arts
2	7.2	7.1	13.5	9.8	----
3	6.8	8.2	17.1	9.2	17.2
4	3.5	3.0	8.1	6.4	2.5
5	2.2	2.4	4.6	3.5	0.8
6	2.9	3.3	5.5	3.9	2.9
7	1.5	2.4	4.8	4.0	2.4
8	2.5	1.7	2.9	2.4	0.5
9	3.1	3.6	3.8	2.7	-0.4
10	3.5	2.3	0.6	5.4	----
11	1.4	1.6	----	----	----
12	----	----	----	----	----

* Gains are reported in normal curve equivalents. Empty cells indicate no scores reported or too few scores reported to aggregate.

CHAPTER 1 IN NORTH CAROLINA
1989-90

OVERVIEW

One of the major goals of public education is to provide all students an equal chance to achieve to the full extent of their potential regardless of economic, ethnic, social or cultural background. To attain this goal, schools often must compensate for the disadvantaged backgrounds of some students who have needs that cannot be fully met by the regular instructional program. Compensatory education programs represent a way to assist these students.

Compensatory education augments the regular education program by providing instruction in the basic skills designed specifically to meet the educational needs of educationally deprived students--students performing below the expected grade level for their age group.

Chapter 1, ECIA, is a federally funded compensatory Education program created by the Education Consolidation and Improvement Act, Public Law 98-211. Compensatory education programs are based upon the following assumptions that (1) almost all children learn when appropriate settings and experiences are provided for them; (2) students with special needs require special attention; and (3) students' needs vary, and educational experiences must be diversified to ensure all students have genuine opportunities to master basic skills.

This evaluation report reviews Chapter 1 program activities in North Carolina during 1989-90 by looking at program administration, participants served, instruction delivered, staff employed, funds expended and outcomes measured.

In 1989-90, Chapter 1 allocations for the 134 school districts in North Carolina totaled $94,421,142. Of the 1,951 schools in those districts, 1,455 (74.6%) were eligible to receive Chapter 1 funds based upon poverty indices. A total of 1,338 schools (68.6%) provided Chapter 1 services. Ninety-two (92%) percent of the eligible schools provided Chapter 1 services.

FIGURE 1

North Carolina Schools and Chapter 1 - 1989-90

Total.....	1,951	Schools	100%
Eligible.....	1,455	Schools.....	74.6%
Served.....	1,338	Schools.....	68.6%

The amount expended in 1989-90 for delinquent children totaled $1,306,539. Chapter 1 services for 1,507 children were provided at five (5) youth centers and at five (5) correctional institutions.

PROGRAM ADMINISTRATION

The U.S. Department of Education allocates Chapter 1 funds to states, and those funds are channeled through the State Department of Education to local education agencies (LEAs). In North Carolina, the Division of Curriculum and Instruction administered the Chapter 1 program during 1989-90 with a staff of a chief consultant and four consultants. State and federal legislation and regulation were interpreted, LEA applications were reviewed and approved, and onsite monitoring was conducted. The staff also provided technical assistance in needs assessment, program planning, proposal writing, program administration, staff development, parental involvement and program evaluation. The Chapter 1 staff delivered services in a variety of ways, including local and regional workshops, statewide conferences, speaking engagements, publications, and correspondence.

One-third of the 134 LEA programs are monitored each year. Findings are recorded on a program review instrument based upon state and federal program requirements. They are used in conjunction with evaluation findings to identify program strengths and weaknesses, to set priorities for the ensuing year, and to plan program activities that will meet the needs of Chapter 1 children.

CHAPTER 1 PROGRAMS IN LOCAL EDUCATION AGENCIES (LEAs)

For many LEAs, coordination of the Chapter 1 program requires a full-time position. In some small LEAs, however, Chapter 1 coordinators have other duties as well. They coordinate local needs assessment and program planning activities, supervise program operations, and collect and report required data about Chapter 1 participants and programs.

The Chapter 1 program in North Carolina is evaluated in part by determining whether Chapter 1 programs are:

> Available in eligible schools,
> Designed to meet identified needs of eligible children,
> Serving educationally deprived children,
> Conducted as described in the approved application, and
> Evaluated in terms of progress made toward the following stated objectives -

- Reading program participants across grade levels served make average gain of at least two (2) Normal Curve Equivalents (NCEs), and

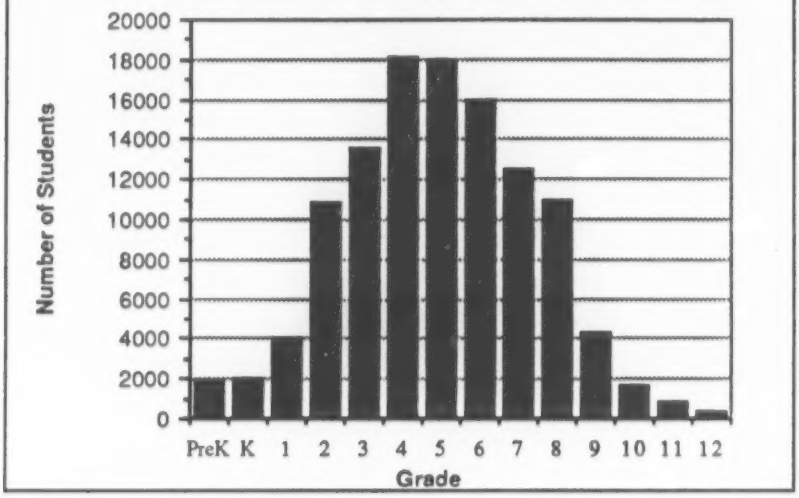
- Mathematics program participants across grade levels served make average gain of at least three (3) NCEs.

Participants

In the 1989-90 school year, 114,687 students received supplemental educational services through Chapter 1. Of that total, 560 students lived in local institutions for neglected children and 366 students attended private schools. The concentration of Chapter 1 participants was highest in grades 3 through 8, and lowest in pre-kindergarten, kindergarten, and grades 10 through 12.

FIGURE 2

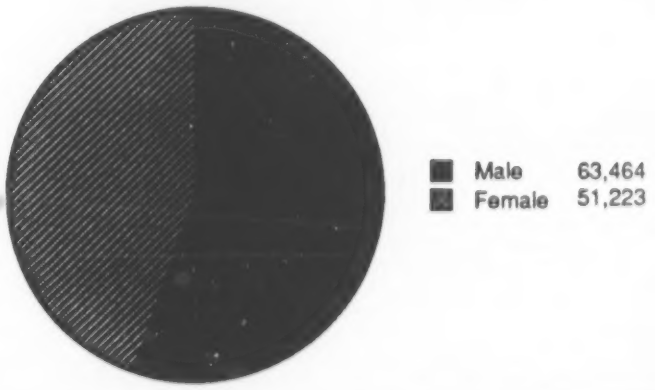
Chapter 1 Students by Grade 1989-90



Of the 114,687 students served by Chapter 1, 55.3% were male and 44.7% were female.

FIGURE 3

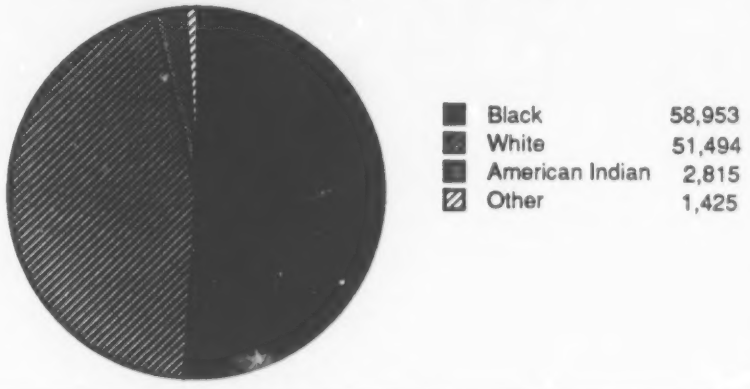
Chapter 1 Students by Gender - 1989-90



Of the 114,687 students served by Chapter 1, 51.4% were Black, 44.9% were White, and 2.5% were American Indian. "Other" category included Asian and Hispanics and accounted for 1.2% of the total students served.

FIGURE 4

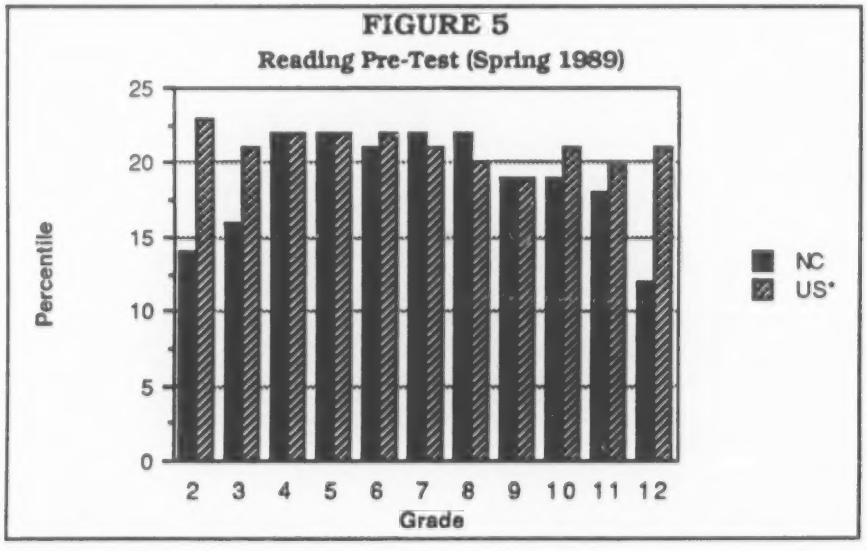
Chapter 1 Students by Ethnic Group - 1989-90



In 1989-90, Chapter 1 programs in North Carolina served the intended target group--educationally disadvantaged children. Pre-test scores indicate that the students selected for Chapter 1 reading programs were in need of remediation. The weighted average percentile rank of the state's Chapter 1 students on the pre-test was 20 in reading.

FIGURE 5

Reading Pre-Test (Spring 1989)

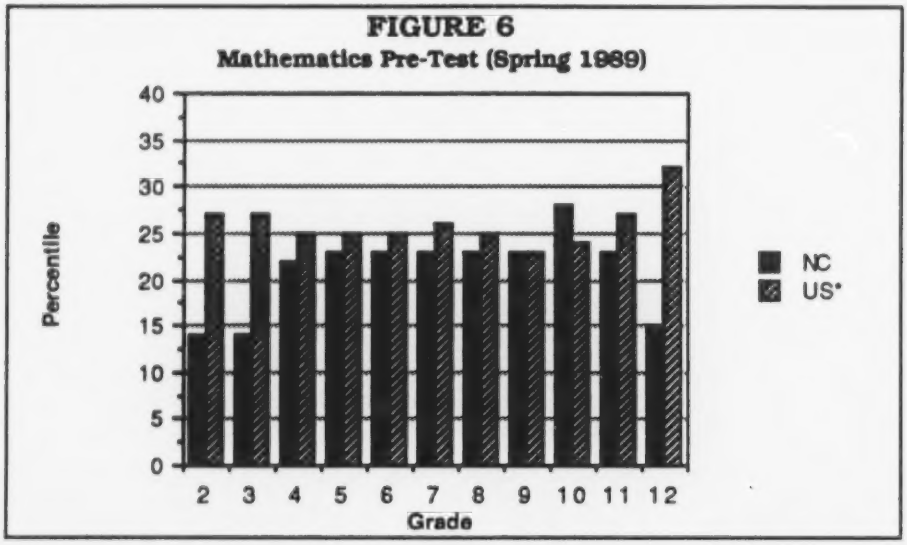


*US data are for spring of 1988.

Pre-test scores indicate that the students selected for mathematics programs were in need of remediation. The weighted average percentile rank of North Carolina's Chapter 1 students on the pre-test was 20 in mathematics.

FIGURE 6

Mathematics Pre-Test (Spring 1989)



*US data are for spring of 1988.

Instruction

Each LEA in North Carolina operated a Chapter 1 program in 1989-90. Many of the programs were composed of two or more types of instructional activities. An activity is defined as an instructional approach conducted at a grade level. A pullout activity in operation in grades 4, 5, and 6 would count as three (3) activities. LEAs reported 3,159 instructional activities conducted in six (6) instructional settings. A brief definition of each of the instructional settings follows:

> Inclass - Instructional services are provided to participating children in the same classroom setting at the same time they would receive instructional services if they were not participating in the Chapter 1 project.

> Pullout - Instructional services are provided to participating children in a different setting or at a different time than would be the case if those children were not participating in the Chapter 1 project.

> Paired - All reading or math pupils are assigned to regular and balanced classes taught by state or locally-funded teachers. A Chapter 1 teacher is paired with a regular, state, or locally-paid teacher to teach one or more reading or language arts classes composed entirely of Chapter 1-identified pupils.

> Replacement - Chapter 1 services are provided for a period that exceeds 25% of time--computed on a per day, per month, or per year basis--that participating children would, in the absence of Chapter 1 funds, spend receiving instructional services from teachers who are paid with non-Chapter 1 funds. Chapter 1 services are provided to participating children in a different class-

room setting or at a different time than would be the case if these children were not participating in the Chapter 1 project. The Chapter 1 project provided services which replace all or part of the course of instruction regularly provided with a program designed to meet participants' special educational needs.

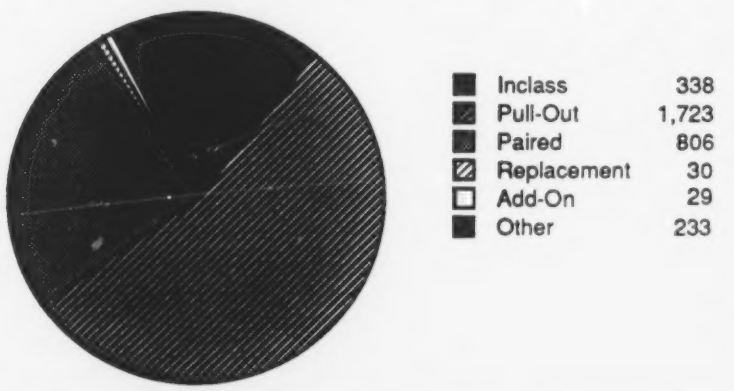
> Add-On - Chapter 1 services are provided at a time that participants would not otherwise be receiving State or locally-funded instructional services including periods such as vacations, weekends, before or after regular school hours, or during non-instructional time.

> Other - This category is used by any project where the setting is not adequately described by one of the descriptions above.

Of the 3,159 activities reported, 1,723 were in pullout settings (54.5%), 806 were in paired settings (25.5%), and 338 (10.7%) were in inclass settings.

FIGURE 7

Instructional Activity by Setting - 1989-90



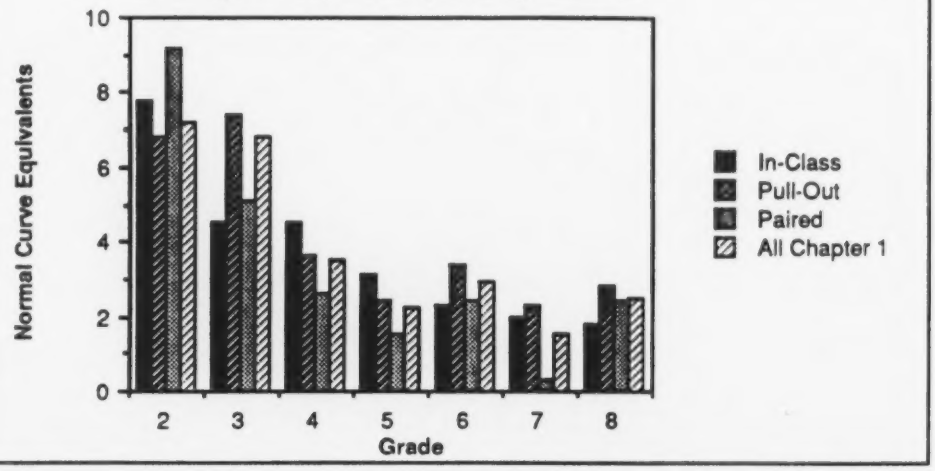
Activities reported under "other" included pre-kindergarten programs for four-year old children and after-school programs operated after regular school hours.

Pullout activities have been successful in North Carolina. Student gain scores for these programs were good in 1990. Some LEAs prefer an activity type which does not pull children from the regular teacher's class in order to provide compensatory education.

Inclass and paired activities offer alternatives to pullout activities, especially in the middle and junior high schools. The number of paired activities has increased over the past few years although little data are available as to their effectiveness. The 1990 data indicated that students in paired activities did not do as well in as students in pullout activities. Only in grade 2 did paired projects do better than pullout projects. Pullout projects had higher gains in grades 3, 6, 7, and 8. Inclass projects had higher gains in grades 4 and 5.

FIGURE 8

Reading Gains by Activity Setting - 1989-90



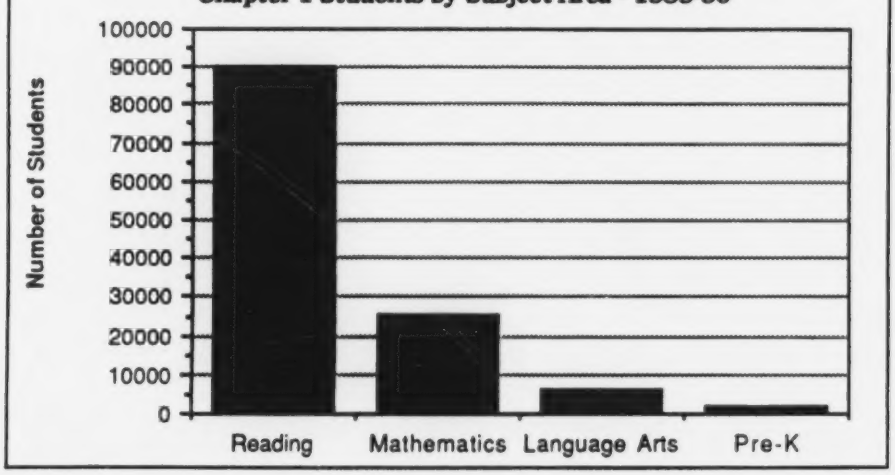
Additional study will be necessary before the relative effectiveness of the types of activities can be judged.

About 84% of the students receiving Chapter 1 instruction received special help in reading, sometimes in combination with other language skills. More than 22% received special help in mathematics. Some students participated in both reading and mathematics. The "other" category included students in pre-kindergarten programs.

Chapter 1 programs were designed to meet the specific needs of students. Group needs assessments and individual diagnoses were used in the design of instructional programs for students. Low teacher-student ratios enabled teachers to work individually with educationally deprived students.

FIGURE 9

Chapter 1 Students by Subject Area - 1989-90

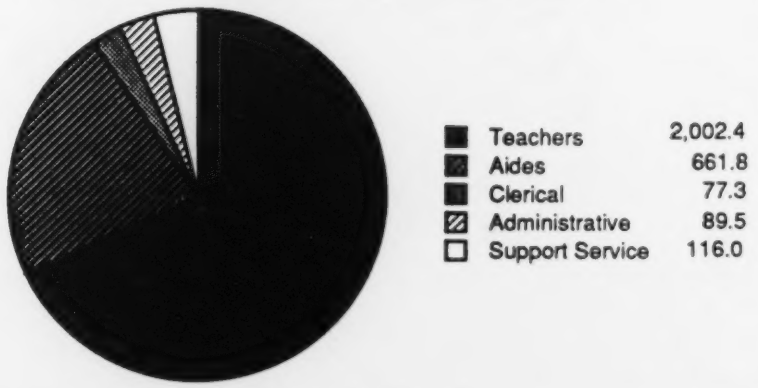


Staff

Chapter 1 programs employed 2,947 full-time equivalent persons during the 1989-90 school year. Teachers were by far the largest group, making up 67.9% of the Chapter 1 staff. Aides made up 22.5% of the total staff.

FIGURE 10

Chapter 1 Staff (Full-Time Equivalents) 1989-90



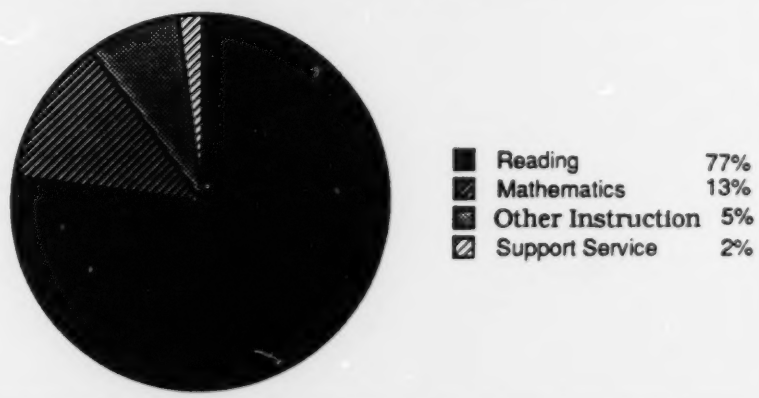
Expenditures

Of the $93.8 million expenditures reported for 1989-90, almost ninety percent (89.9%) was used to employ Chapter 1 staff. A total of $84.3 million was expended for salaries and benefits. Of this total, 80.3% was for teachers and aides, and 5.5% was for administrators and supervisors.

After excluding administration, equipment, evaluation, and staff development costs, the LEAs reported $81.7 million dollars expended directly for instructional and support activities. Reading programs accounted for 77% and mathematics accounted for 13% of the expenditures. Approximately 8.0% of the total was for other instructional and 2.0% for support activities.

FIGURE 11

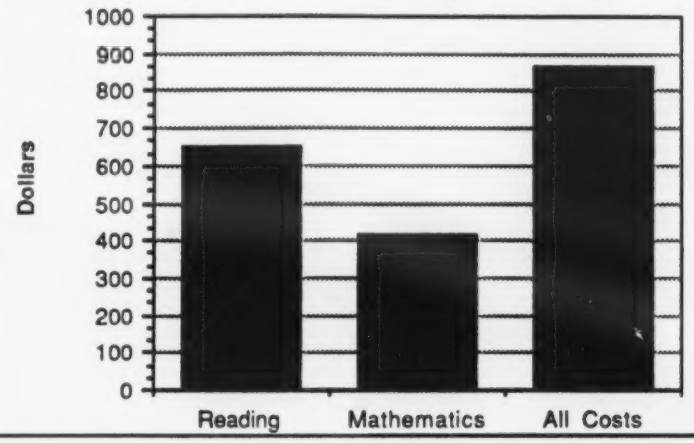
Chapter 1 Expenditures by Activity - 1989-90



Estimated costs per Chapter 1 participant were derived in two ways. LEAs reported unduplicated counts of participants and estimated expenditures for Chapter 1 reading and mathematics activities separately. Dividing the expenditures by number of participants resulted in a cost per participant of $652 in reading and $412 in mathematics.

FIGURE 12

Chapter 1 Cost Per Participant - 1989-90



LEAs reported total Chapter 1 expenditures, which included administration, equipment, evaluation, and staff development, as well as program costs and total unduplicated costs of participants. Dividing the total expenditures by the unduplicated number of participants resulted in a cost per participant of $867.

Student Achievement

Program success is measured in part by standardized achievement tests. School districts choose specific tests which best match their Chapter 1 curriculum. Most districts in North Carolina use the California Achievement Test. Tests are administered each spring.

The differences in Chapter 1 students' scores on pre- and post-tests provide an indicator of program effectiveness. Increases in achievement levels as indicated by test results are referred to as gains--the difference between a post-test and a pre-test Normal Curve Equivalent (NCE) score. Because no NCE gain is expected of educationally deprived students not receiving Chapter 1 assistance, any gain made by Chapter 1 students is educationally significant.

Evaluation Results

North Carolina LEAs evaluate the impact of their Chapter 1 programs on students by pre-testing in the spring and post-testing the following spring. LEAs demonstrated gains in reading and mathematics at every grade in 1989-90. When measured from spring-to-spring, North Carolina's gains in reading were greater than gains for the country as a whole in grades 2, 3, 9, and 10. In mathematics, North Carolina's gains were greater than gains for the

country as a whole in all grades except grade 10. National gains were based on data reported for the 1988-89 school year. At high school grades where no North Carolina gain data is recorded in the figures, no scores or too few scores were reported to be aggregated.

FIGURE 13

Reading Gains (Spring-to-Spring) - 1989-90

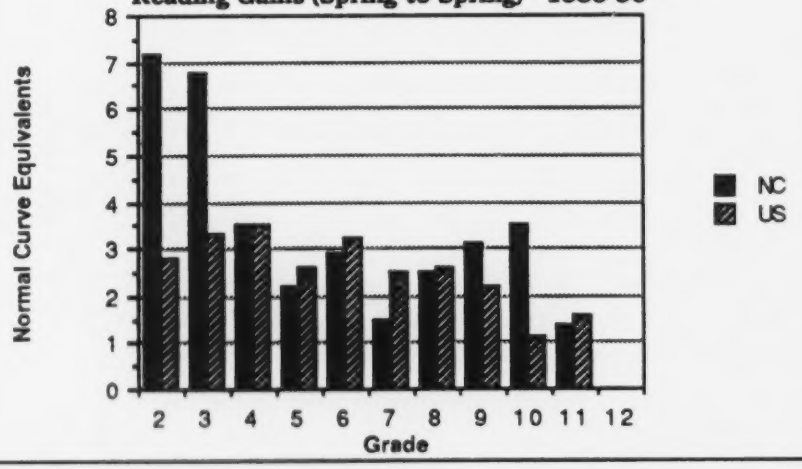
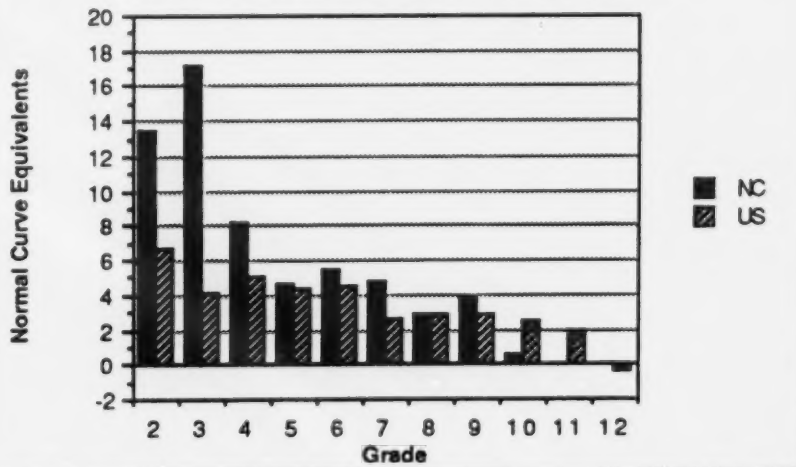


FIGURE 14

Mathematics Gains (Spring-to-Spring) 1989-90



CHAPTER 1 PROGRAMS FOR DELINQUENT CHILDREN

Chapter 1 authorizes funds for supplementary educational opportunities for delinquent children who attend schools operated by State Applicant Agencies (SAAs). Children convicted of crimes in juvenile court are sent to institutions operated by the Department of Human Resources. Children convicted of crimes in adult court proceedings are sent to prisons operated by the Department of Correction.

In North Carolina for 1989-90, $1,306,539 was expended for Chapter 1 programs at institutions operated by SAAs.

FIGURE 15

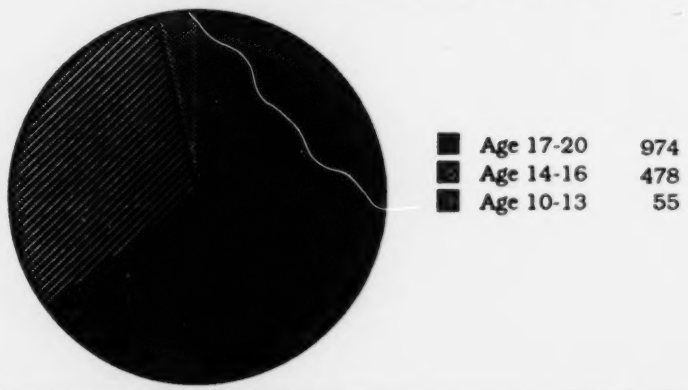
SAA Budgets and Number Served - 1989-90

SAA	Number Served		Expenditures	Cost Per Pupil
	Institutions	Children		
Correction	5	1,017	$707,491	$696
Human Resources	5	490	599,048	1,223
Total	10	1,507	$1,306,539	

The Chapter 1 program served 1,507 delinquent students in ten institutions where students served ranged in age from as low as ten to as high as twenty years old.

FIGURE 16

Delinquent Participants by Age - 1989-90



The typical delinquent participant was older than the typical LEA participant. Sixty-five percent of the delinquent participants were seventeen or older.

Needs assessments conducted by the SAAs revealed a need for Chapter 1 programs in reading and mathematics. In institutions of the Department of Correction, students below age 21 were served who either had not graduated from high school or had not obtained an equivalent certificate through the General Educational Development (GED) test. Schools in the Department of Human Resources served students who ranked below the 40th percentile on a standardized reading or mathematics test.

In 1989-90, 1,059 delinquent students were served in Chapter 1 reading programs and 1,010 delinquent students were served in Chapter 1 mathematics programs.

FIGURE 17

Delinquent Participants by Instructional Program - 1989-90

SAA	Reading	Mathematics
Correction	823	756
Human Resources	236	254
Total	1,059	1,010

Both pullout and paired activities were conducted. Chapter 1 programs for delinquent children were staffed by twenty-one teachers.

FIGURE 18

Delinquent Program Staff - 1989-90

SAA	Teachers
Correction	11
Human Resources	10
Total	21

The students were placed in or removed from an institution on any given day. Many students remained in an institution for six months or less, making it impossible to administer a pre-test to all participants in the fall and a post-test in the spring; therefore, academic progress was measured in other ways.

The Department of Correction administered criterion-referenced tests in reading and mathematics to measure the number of objectives mastered between two points in time. A gain in number of objectives mastered indicated that the program was working.

The Department of Human Resources used the Test of Adult Basic Education (TABE) and the Reading Miscue Inventory (RMI) to measure the effectiveness of the Chapter 1 program.

Although pre-post test data are not available for this group of Chapter 1 participants, other indicators imply that these students mastered needed skills while participating in Chapter 1.

FINDINGS

The findings of the 1989-90 Chapter 1 evaluation follow:

- Chapter 1 programs were widely available in North Carolina (in all LEAs, in 68.6% of the schools and in ten institutions for delinquent children).
- Chapter 1 programs were designed to meet identified needs of eligible children.
- Educationally deprived children were selected and served (typical participant ranked at the 20th percentile).
- A majority of the participants were in grades 4-8 (66%).
- Few children were served in the early grades or in high school.
- Pullout activities were most prevalent, but paired activities were almost as numerous.
- Reading was the most prevalent instructional activity.
- Program costs were reasonable ($818 per participant in LEAs and $867 in SAAs).
- Staff salaries and benefits accounted for 89.9% of the expenditures.
- Some new and/or modified compensatory education approaches were implemented (pre-kindergarten, after-school programs).
- LEAs evaluated success of programs in terms of the objectives stated in their applications.
- Students made achievement gains in reading and mathematics at each grade level.
- One-third of LEAs were monitored by state staff.

RECOMMENDATIONS

It is recommended that the Chapter 1 program in North Carolina continue to place high priority on:

- Assessment of needs of eligible LEA, private, and delinquent children and planning of instructional activities to meet those needs.
- Instructional services delivered in elementary and middle grades.
- Instructional services delivered to delinquent children in SAA schools.
- Annual collection of demographic and achievement data.
- SEA monitoring of a minimum of one-third of the LEAs each year.
- Evaluation of programs in terms of previously stated objectives.

In addition, it is recommended that the Chapter 1 program in North Carolina strengthen efforts to:

- Evaluate new and/or modified programs prior to their widespread adoption.
- Promote use of evaluation findings in program improvement efforts.
- Identify approaches to compensatory education which offer promise of meeting children's needs in different ways and/or at different times.
- Find funding sources for preschool and high school programs.
- Measure outcomes of Chapter 1 programs for delinquent children.
- Promote greater involvement of parents in the education of Chapter 1 children.

Part 2

Migrant Education

SUMMARY

MIGRANT EDUCATION IN NORTH CAROLINA 1989-90

Local Education Agencies (LEAs) Served	
Regular Term	48
Summer Term	35
Schools Served	
Regular Term	345
Summer Term	68
State Allocation	$2,781,691
Total Enrollment	
Regular Term	4,726
Summer Term	3,802
Per Pupil Expenditure	$326.18

SUPPORT AND INSTRUCTIONAL PROGRAMS

Number of Students Served by Program Area as Reported by LEAS
(NOTE: A student may be served in more han one program area.)

	Regular Term		Summer Term	
Program Area	Currently	Formerly	Currently	Formerly
Reading	1,289	1,189	1,415	1,025
Language Arts	346	470	765	635
English as a Second Language	244	489	916	120
Mathematics	986	950	1.135	773
Vocational Career	33	20	63	163
Other	74	120	399	224
Guidance Counseling	844	600	872	378
Social Work/Outreach	374	1,182	928	42
Health	1,155	459	837	474
Dental	593	108	595	149
Nutrition	844	545	624	738
Pupil Transportation	1,387	653	1,546	709
Other	111	101	133	83

GRADE EQUIVALENT SCORES - 1989-90

Grade	Reading Grade Equivalent	Math Grade Equivalent
3	3.2	3.7
6	5.7	6.4
8	7.8	8.1

ACHIEVEMENT GAINS - 1989-90
REPORTED IN NORMAL CURVE EQUIVALENTS
(FORMERLY MIGRATORY)
SPRING TO SPRING

	Reading				Math			
	Basic Skills		Advanced Skills		Basic Skills		Advanced Skills	
Grade	Number	NCE Gain	Number	NCE Gain	Number	NCE Gain	Number	NCE Gain
2	24	4.5	8	6.2	7	23.7	1	4.9
3	62	2.8	14	5.9	27	5.1	5	10.6
4	122	2.2	38	1.6	106	5.2	39	2.8
5	106	0.2	36	7.5	96	3.8	39	7.0
6	124	2.7	41	4.7	102	3.6	37	3.8
7	93	0.5	33	3.2	83	5.2	32	6.0
8	92	1.1	24	4.7	67	-2.1	24	6.6
9	17	9.8	2	-5.0	10	-0.8	2	-4.0

MIGRANT EDUCATION IN NORTH CAROLINA
1989-1990

INTRODUCTION

EVALUATION DESIGN

This evaluation focuses on two primary components:

(1) the attainment of objectives as set forth in the FY 1989 North Carolina State Plan, and

(2) performance by local education agency projects.

Data used in compiling this report were obtained from local project directors, the Migrant Student Record Transfer System (MSRTS), the Annual Testing Program, local education agency (LEA) monitoring reports, and from instruments and forms devised by state agency staff.

Local education agencies were responsible for preparing a "Local Project Evaluation Report." These reports were submitted not later than fifteen days following the last day of the school year for students in both the regular and summer terms. Each evaluation report was reviewed by the migrant consultant assigned to work with that LEA. Reports were carefully scrutinized to determine the extent to which project objectives were achieved and to determine the availability of adequate documentation. Additionally, local project directors were required to submit an LEA Performance Report. This report requested statistical data in various categories including such items as gender, racial/ethnic group, grade, and migrant status.

Information was compiled and analyzed at the state level. A copy of the annual evaluation report will be disseminated to designated officials in the Department of Education, local project directors, superintendents, state agency personnel, and other interested audiences. The North Carolina Migrant Education Program continues its ongoing commitment to a positive and successful educational climate for migrant children.

STATE PRIORITIES AND OBJECTIVES

The number one priority in North Carolina's Migrant Education program is providing program continuity for migratory children. Other priorities are:

- summer programs for interstate and intrastate migrant children,
- regular school term programs for interstate and intrastate migrant children,
- identification and recruitment of migrant children,
- staff development activities,
- Migrant Student Record Transfer System, and
- evaluation and testing.

Each year, North Carolina submits a plan which specifies its program objectives as determined through consultation with local project staff, the state Parent Advisory Council, and state agency personnel. These objectives were aligned with national program goals to be compatible with the legislative mandates for Migrant Education. Evidence of the emphasis given to state priorities and the attainment of each state objective are described as follows.

Objective 1 - Identification

To assist in the identification and enrollment of migratory children and youth in migrant education projects as indicated by a record of student enrollments, surveys in the LEAs, and the establishment of new project centers within the state.

Attainment

Records indicate that 4,726 students were enrolled during the regular term and 3,802 students enrolled during the summer term.

LEAs not operating a migrant program were asked to cooperate in a survey to determine if a migrant program would be practical in the coming year. Local surveys were requested of all LEAs operating a migrant education project. The migrant consultant reviewed recruitment procedures during the monitoring visit.

Objective 2 - Reading Programs

To assist in the development of programs of instruction in reading according to the assessed needs of the migratory children as indicated by data collected from local evaluation reports.

Attainment

Four thousand nine hundred eighteen (4,918) students were served in the migrant reading program. Some of these students were served during the regular term program, some in the summer term, and others attended both regular and summer terms. In North Carolina, there still exists a need for assistance to migrant children in reading. They are from 18-22 points below the state average as illustrated in the chart below. Also, 2,216 students participated in a language arts program.

FIGURE 19

Testing Percentile Rank
(Migrant Students and All Students
Total Reading (CAT 89-90))

	Total Reading Percentile	
Grade	All Students	Migrant Students
3	57	39
6	53	31
8	54	32

Objective 3 - Mathematics Programs

To assist in the development of programs of instruction in mathematics according to the assessed needs of the migratory children as indicated by a record of technical assistance provided to the local projects.

Attainment

Four thousand fourteen (4,014) students were served in the migrant math program. Though the need for assistance in math is not as great as the need in reading, the math scores for migrant children are still far below the state average. (See Figure 22.)

FIGURE 20

Testing Percentile Rank
(Migrant Students and All Students
Total Mathematics (CAT 89-90))

Grade	Total Mathematics Percentile	
	All Students	Migrant Students
3	70	53
6	64	42
8	58	40

Compared to state averages in 1989, the achievement levels of migrant children in reading and mathematics are lower. The level of achievement continues to decline as migrant students progress through the grades.

Reading achievement is lower than mathematics achievement at each grade level. The results indicate that, although both reading and mathematics should receive attention, higher priority should be placed on reading.

FIGURE 21

Comparison of Mean Reading Scores*
(Migrant Students - 1989-90
Grade Equivalent Scores)

Grade	1984	1985	1986	1987	1988	1989	1990
1	1.7	1.6	1.5	1.5	---	---	---
2	2.5	2.6	2.3	2.3	---	---	---
3	3.3	3.4	3.0	3.0	3.1	3.2	3.2
6	5.6	5.7	5.3	5.3	5.5	5.4	5.7
8	---	---	7.0	7.2	7.4	7.5	7.8
9	8.0	7.0	---	---	---	---	---

*Grade equivalent scores from the North Carolina Annual Testing Program. Testing conducted in April. In 1986, the State dropped grade 9 and added grade 8. Grades 1 and 2 dropped from testing program in 1988.

FIGURE 22

**Comparison of Mean Mathematics Scores*
(Migrant Students - 1989-90
Grade Equivalent Scores)**

Grade	1984	1985	1986	1987	1988	1989	1990
1	1.9	1.8	1.7	1.8	---	---	---
2	3.0	3.0	2.6	2.8	---	---	---
3	3.7	3.7	3.5	3.4	3.6	3.7	3.7
6	6.6	6.6	5.7	5.8	5.7	5.8	6.4
8	---	---	7.6	7.9	7.8	8.1	8.1
9	8.7	8.4	---	---	---	---	---

*Grade equivalent scores from the North Carolina Annual Testing Program. Testing conducted in April. In 1986, the State dropped grade 9 and added grade 8. Grades 1 and 2 dropped from testing program in 1988.

The California Achievement Test (Form E) has been administered since 1986. In prior years, the California Achievement Test (Form C) was administered.

It should also be noted that in 1990, test data came from 607 migrant students in grades 3, 6, and 8 (see Figure 23). Where comparisons of status are made over two or more years, it should be recognized that the composition of the migrant participant group may have changed drastically during that time. No longitudinal study has been conducted which reports progress made by specific migrant students measured by matched pre-post test data. As of now, it may not be feasible to trace large numbers of migrant students over time for the purpose of collecting evaluation information at two or more data points.

Objective 4 - Interstate Coordination

To promote interstate cooperation and program continuity for migrant children as indicated by participation in national and regional program activities.

Attainment

The migrant staff participates in numerous interstate activities including attendance at the following:

> National Migrant Education Conference
> Interstate Migrant Education Council
> Migrant Education Center
> National Materials and Resources Center
> Migrant Student Record Transfer System (MSRTS)
> Master Teacher Programs

FIGURE 23

Achievement Information - 1989-90

		National Norm			State Average				Migrant			Deviation from State		
Grade	Subject	Scale Score	%	NCE	Scale Score	%	NCE	Number	Scale Score	%	NCE	Scale Score	%	NCE
3	Total Reading	674	50	50	683	57	54	213	651	39	43	-32	-18	-11
	Total Language	676	50	50	690	65	59	---	663	39	46	-27	-26	-13
	Total Mathematics	681	50	50	701	71	61	---	681	53	52	-20	-18	-9
	Total Battery	678	50	50	691	65	58	---	665	42	46	-26	-23	-12
6	Total Reading	732	50	50	736	53	52	201	714	31	41	-22	-22	-11
	Total Language	711	50	50	722	60	56	---	697	36	44	-25	-24	-12
	Total Mathematics	743	50	50	756	64	58	---	739	42	48	-17	-22	-10
	Total Battery	729	50	50	738	58	56	---	716	35	44	-22	-23	-12
8	Total Reading	758	50	50	762	54	52	193	745	32	41	-17	-22	-11
	Total Language	726	50	50	736	57	54	---	712	39	43	-24	-18	-11
	Total Mathematics	772	50	50	781	58	56	---	764	40	45	-17	-18	-11
	Total Battery	753	50	50	760	56	54	---	740	37	42	-21	-19	-12
								TOTAL 607						

Objective 5 - Staff Development

To provide opportunities for supporting personnel to improve their competencies through appropriate training as indicated by a record of staff development activities.

Attainment

Staff development has been extensive for both state and local staff. The following is a list of workshops or conferences attended by state and/or local personnel:

> North Carolina Association of Compensatory Education Conferences
> Record Clerks Workshops
> National Migrant Conference
> Master Teacher Conference
> State Awareness Conference
> Parent Advisory Council Workshops
> Summer Staff Development Conference
> Parent Advisory Council Workshops
> Summer Staff Development Conference

Objective 6 - Evaluation

To evaluate the academic progress of migrant children and the effectiveness of local migrant projects on the basis of objective data generated at the local project level.

Attainment

Each local education agency (LEA) submitted an evaluation report to the State Migrant Office within 15 days after completion of the program. These evaluation reports document the attainment of objectives in the following areas:

> Needs assessment
> Staff development
> Certification
> MSRTS
> Parent Advisory Councils
> Individual Education Plan
> Evaluation
> Recruitment
> Parent Involvement
> Instructional Areas
> Dissemination
> Support Services

Objective 7 - Fiscal Management

To promote fiscal management procedures commensurate with legislative requirements and program guidelines as indicated by monitoring reports.

Attainment

Four (4) regional workshops and two (2) Compensatory Education Association meetings were held with a presentation from the fiscal office on fiscal management and procedures. Workshops were also held for the LEA business managers.

Objective 8 - Dissemination of Information

To provide appropriate dissemination of program information as indicated by the publication and distribution of newsletters and news releases.

Attainment

Each LEA is required to disseminate information to the public about the migrant program. Information was disseminated through the newspapers, television, radio and professional newsletters.

MIGRANT PROGRAMS IN LEAs

PARTICIPANT DATA

The source of the data referred to in this part of the Evaluation Report comes from the Performance Report submitted by each LEA. Data related to gender, year of birth, migrant category, and ethnicity represent an unduplicated count of migrant student participants during the regular and summer terms combined. Therefore, if a student participated in a migrant funded instructional or supporting service during both the regular and summer terms, he/she is counted only once. Additionally, students counted in the Performance Report do not include students who were enrolled in the Migrant Student Record Transfer System but who did not receive migrant funded supplementary programs and/or services.

Gender of the 6,321 students participating in migrant supplementary services and/or programs was about evenly divided between males and females (50.5% - males, 49.5% - females).

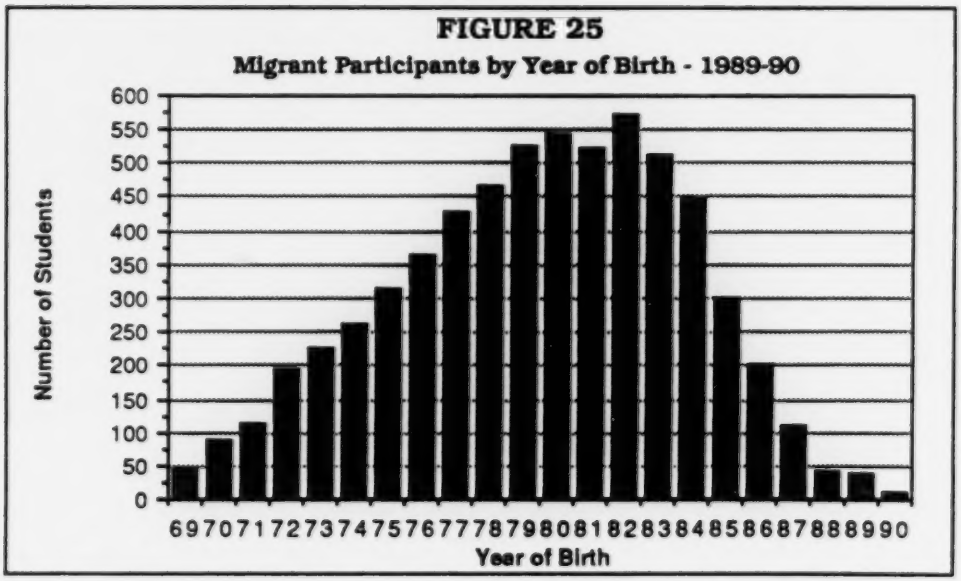
FIGURE 24

Migrant Participants by Gender - 1989-90

Male	Female	Total
3,193	3,130	6,321

FIGURE 25

Migrant Participants by Year of Birth - 1989-90



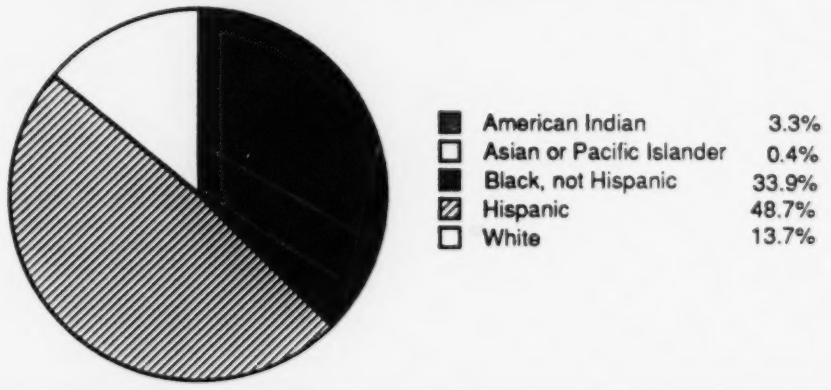
RACIAL/ETHNIC GROUP

Hispanics comprise the largest number of project participants, followed by Blacks, then Whites. According to records, 3.7% of project participants were American Indian or Asian. The following information summarizes the data:

American Indian or Alaskan Native	211
Asian or Pacific Islander	24
Black, not Hispanic	2,142
Hispanic	3,077
White, not Hispanic	867
TOTAL	6,321

FIGURE 26

Migrant Participants by Racial/Ethnic Group - 1989-90



MIGRANT STATUS

The largest number and percent of the students participating in North Carolina migrant education projects are involved with agriculture (97.8%). Within this category, 41.7% are formerly migratory; 45.0% are currently interstate; and 13.3% are currently intrastate. Approximately 2.2% of the state's migrant student participants were involved in fishing.

FIGURE 27

Participants by Migrant Status - 1989-90

Agriculture			Fishing		
Interstate	Intrastate	Formerly Migrant	Interstate	Intrastate	Formerly Migrant
2,779	823	2,578	27	61	53

FIGURE 28
Migrant Participants by Grade Level - 1989-90

Grade	Regular Term		Summer Term	
	Currently Migratory	Formerly Migratory	Currently Migratory	Formerly Migratory
Pre-K	161	62	395	79
K	336	159	316	149
1	340	219	302	157
2	262	190	216	155
3	243	212	197	167
4	209	229	172	166
5	181	194	150	150
6	196	175	154	120
7	130	178	95	109
8	99	167	66	102
9	124	137	62	73
10	42	112	27	61
11	41	74	29	42
12	33	75	11	13
Ungraded	95	51	59	8
TOTAL	2,492	2,234	2,251	1,551

FIGURE 29
Migrant Participants by Grade Grouping - 1989-90

Grade	Regular Term		Summer Term	
	Number	Percent	Number	Percent
Pre-K	718	15.2	939	24.7
1-3	1,466	31.0	1,194	31.4
4-6	1,184	25.1	912	24.0
7-9	835	17.7	507	13.3
10-12	377	8.0	183	4.8
Ungraded	146	3.0	67	1.8

SUPPLEMENTARY PROGRAMS AND SERVICES

Reading, math, and tutorial instruction were the major types of supplementary programs provided by North Carolina Migrant Education projects. All of the summer projects included reading programs with the majority also providing math and language arts instruction.

Of the students benefiting from migrant-funded supplementary instructional programs, most participated in reading and math programs during the regular term. All summer projects included a reading program.

Supporting services were defined as attendance, social work, guidance, health, dental, nutrition, and pupil transportation. Pupil transportation and nutrition were ranked as the two most frequently provided services during the summer term when migrant education projects were usually the only summer school activities in operation.

ACHIEVEMENT DATA

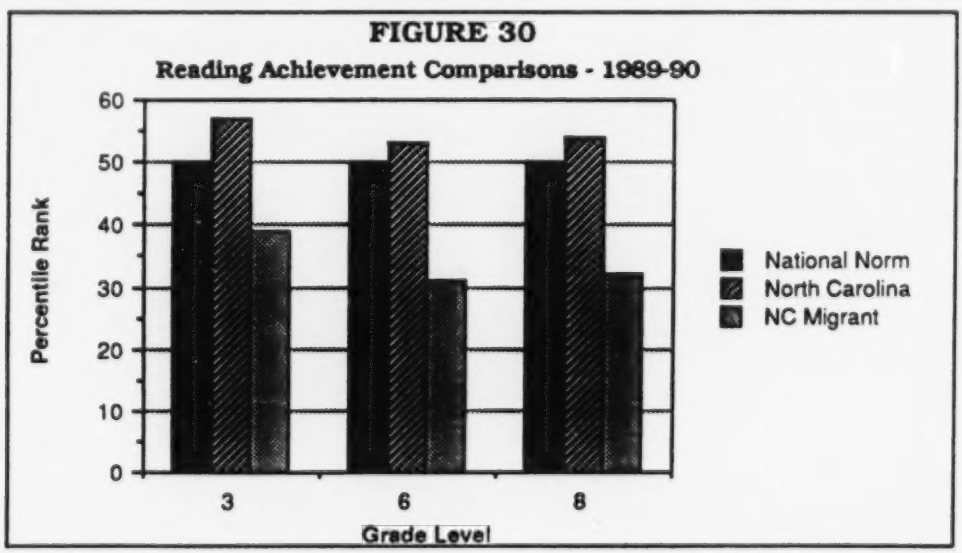
The assessment of achievement by migrant students in North Carolina is obtained by an analysis of test results from the Annual Statewide Testing Program. Students in grades 3, 6, and 8 are tested annually, usually in April, in the areas of reading, mathematics, language, and spelling, where applicable. The instrument used is the California Achievement Test.

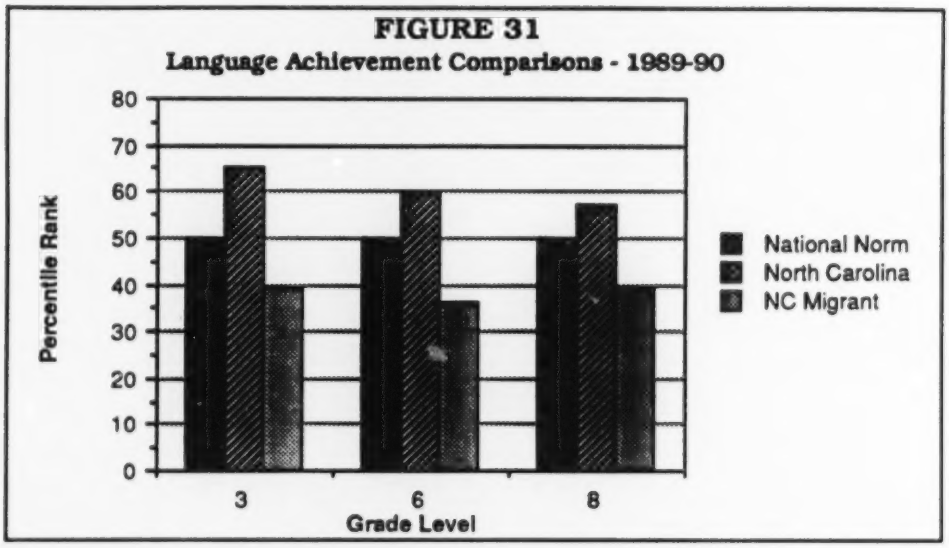
Student performance is reported in grade equivalent scores and percentile ranks because these indices traditionally have been used throughout the nation. Comparison of the migrant students' test scores is made with the average achievement scores for all students in North Carolina tested at a given grade level and against the national norms.

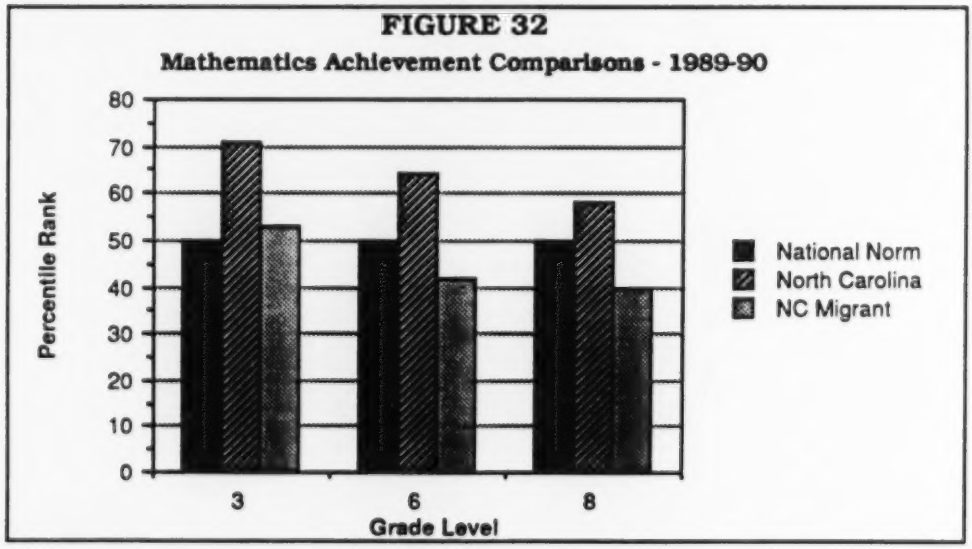
While the comparison data from 1983 to 1990 suggest that the mean reading and mean math scores for migrant students have remained relatively unchanged, the problem of lower-than-average achievement persists. Examination of information shows that migrant students in North Carolina are achieving at a rate below non-migrant students and that their achievement falls further behind as they continue through the grades.

FIGURE 30

Reading Achievement Comparisons - 1989-90







STAFF INFORMATION

Local education agencies employed a variety of instructional and support personnel during FY 1990 in their migrant education projects. Teachers and teacher assistants were by far the largest classification of positions. Combined, they comprised more than 58.7% of the regular term staff and 72.8% of summer projects. Administrative positions were 7.9% for regular and 2.5% for summer.

FIGURE 33

Staff Information - 1989-90

Job Classification	Full-time Equivalent	
	Regular Term	Summer Term
Administrative Staff	6.2	5.5
Teachers	27.4	80.4
Teacher Assistants	18.6	79.2
Curriculum Specialists	0.7	---
Staff Providing Supporting Services	0.3	2.3
Recruiters	14.4	18.7
MSRTS Data Entry Specialists	6.8	9.8
Other (Home-School Coordinators Counselors, Custodians)	4.0	23.1

FINDINGS

All available information for 1989-90 indicates that the North Carolina migrant education program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure for delivering services to eligible migrant children through the educational agencies. Correspondence from the Department of Education indicates that the State Evaluation Report "follows the program requirements as defined in Chapter 1 Migrant Education Regulations."

The State Education Agency has compiled information from the SEA and the individual Local Education Agency (LEA) evaluation reports and presented the body of information as a cohesive analysis of the impact of the migrant education program on the participating children. The greatest value of this kind of report is derived from the effective use that can be made of it at the State and local levels in providing constructive feedback and guidance for future program improvement.

RECOMMENDATIONS

One of the primary goals of an evaluation is to effect programmatic and administrative improvement. Similarly, improvement has been a major thrust in this review of North Carolina's Migrant Education Program. The findings and results contained in this report will be used to enhance the programs and services for migrant students during their stay in this state. Several recommendations emerged from this analysis and are presented below for consideration.

1. Since the Hispanic population continues to grow in North Carolina, Migrant Education should continue to print the Certification of Eligibility in both Spanish and English. Certification of Eligibility forms are available to local units in both English and Spanish.

2. Migrant Education should continue to provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.

   An intensive effort to identify migratory children can bear positive results. Efforts should be continued in those areas of the state where there are sufficient numbers of eligible migrant children.

3. Migrant Education should continue to cooperate with other governmental and private, non-profit agencies in providing comprehensive services to migrant families.

   In the past, there has been a high degree of cooperation by the state migrant education office with other agencies of government and private, nonprofit organizations. This has resulted in the extension of services to eligible families, reduction of the overlapping services by the agencies, and understandings of the areas of responsibilities of each agency and the services which each is able to provide. One of the organizations through which this cooperation has been made possible is the State Advisory Committee on Services to Migrants. Through interagency discussions, migrant children have been provided health, social services and psychological services through the Department of Human Resources.

This support, through other agencies and organizations, has allowed the Migrant Education program to concentrate its efforts on the academic progress of the migrant children.

It is extremely important to take advantage of the support which is available from other agencies. In order to take advantage of the services, it is recommended that cooperation among the agencies by continued.

4. Migrant Education should continue to use effective evaluation procedures.

The evaluation process for the migrant education program has experienced changes throughout the years. As these changes have occurred, the evaluation process has become more effective and the evaluation reports have reflected a more accurate picture of the achievement and status of the migrant children enrolled in the program. The state evaluation report and the local project evaluation reports have become outstanding instruments for the improvement of services to migrant children.

5. Migrant Education should continue its efforts to improve program operations through staff development.

Through staff development efforts, there has been a noticeable improvement in the quality of program offerings and project organization. Still there is a need for such activities, particularly in view of the changing requirements of the program from the national level and the constant turnover of local project staff.

Record clerks and recruiters need to be constantly updated on skills and techniques and provided instruction in new procedures required to implement new phases of the Migrant Student Record Transfer System. They should also be key persons in providing this type of information to other personnel in the LEA who work with migrant children.

Local project recruiters should be given assistance in order to understand the importance of their jobs and to learn how to accomplish it more effectively.

Local project directors and other local project staff members should be involved in workshops where they can improve their techniques in administering their migrant education projects. They should provide the dissemination of information provided at staff development workshops to local agency personnel. It is, therefore, recommended that the State migrant office maintain a constant effort to meet the staff development needs of all persons involved in the education of migrant children.

6. The LEAs should continue to make a concerted effort to enroll all eligible children in the migrant education projects. It is recommended that all eligible school-age children in the LEA, regardless of grade level, be enrolled in the migrant project and entered in the Migrant Student Record Transfer System.

7. Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.

   Through the activities of the State Advisory Committee on Services to Migrants, the Migrant Education Section has been able to establish lines of communication with other agencies and organizations serving migrant families.

8. Local project directors should give strict attention to the certification and validation of each child to be enrolled in the migrant education project.

   The local project director is responsible for certifying the eligibility of each child enrolled in the local migrant education project. Any ineligible child enrolled in the project constitutes a basis for an audit exception. Therefore, each local project director should give close attention to the enrollment process and be certain that all children who are enrolled in the project, and all children who receive services in the project meet the eligibility requirements as set forth in the program regulations.

9. Migrant Education should continue to require the LEAs to conduct needs assessments.

   It is recommended that the coordinators make certain that each local project application contain an objective relating to needs assessment, that they make a visual check of the individual written needs assessments of the children enrolled in the projects during their regular monitoring visits, and that they make a report of any deficiencies noted in the area of needs assessments and instructional services when the monitoring report is prepared.

FIGURE 34

Five Year Grant Award Summary
Chapter 1 and Migrant Education

Program	1986	1987	1988	1989	1990
Chapter 1					
LEAs	$76,083,570	72,399,812	81,753,427	90,892,528	$94,421,142
SAAs	1,129,369	973,300	1,086,992	1,128,124	1,308,249
Total	77,212,939	73,373,112	82,840,419	92,020,652	95,729,391
Migrant Education	3,442,496	3,241,787	2,572,824	2,483,648	2,781,691

FIGURE 35

Five Year Grant Award
Students Receiving Instruction
Chapter 1 and Migrant Education

Program	1986	1987	1988	1989	1990
Chapter 1					
LEAs	125,355	113,883	114,045	117,754	114,687
Neglected*	948	629	481	561	560
Private*	447	372	478	434	366
SAAs**	2,162	1,797	1,581	1,611	1,507
Migrant Education	6,343	5,208	4,639	5,995	6,321

PUBLICATION CREDITS

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